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Alternate Performance/Achievement Descriptors for Grade 7 Reading

Advanced	<p>The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content-specific performance indicators.</p> <ul style="list-style-type: none">• makes inferences• sequences beginning, middle, and end and supporting details (specific facts)• differentiates between fact and opinion• understands abstract vocabulary (true/false)• identifies/understands various genre (i.e. cultural lessons, informational, fables/myths, biographies)• understands story lessons/author's purpose• identifies chapter heading (abstract sense) to find/use info• uses reading strategies to gain information (i.e. rereading, use of key words, use of features of text)
Proficient	<p>The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.</p> <ul style="list-style-type: none">• demonstrates readiness with limited/no prompting• sequences beginning, middle, and end• recalls multiple facts about a reading selection• understands literal vocabulary and the relationships• identifies main idea of the story and some supporting facts/details• identifies purposes of various texts (i.e. map, dictionary, bus schedule, etc.)• identifies title and basic parts of a book• responds with three response options

Nearing Proficiency	<p>The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content-specific performance indicators.</p> <ul style="list-style-type: none"> • demonstrates readiness by following one-step directions or with teacher modeling/prompting • identifies an object and its function • maintains focus from beginning to end • understands story beginning and ending • understands basic main idea (answer with one picture/short response) • recalls at least one fact about a reading selection • locates name of book and basic print awareness • responds mostly through basic yes/no questions or with two (or three options with further teacher clarification) options
Novice	<p>The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content specific performance indicators.</p> <ul style="list-style-type: none"> • anticipates a reading activity • attends to materials being displayed • directs attention to external stimuli when requested (i.e. turns head in direction, sits quietly, etc.) • interacts with stimuli • responds to external stimuli (i.e. nods head, operates switch, points to, etc.) • is assisted through a correct response • attempts to participate in activity • has general awareness of people and activity • responds to own name • responds to words, pictures and symbols